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ABSTRACT

A description of a teaching method which encourages student participation through small discussion groups is offered along with a sample group discussion guide and worksheet. The student group analysis technique is presented as a structured, competency-based method in which small groups of students cooperatively arrive at answers to a worksheet. The sample discussion guide and worksheet, which comprise most of this document, use a group analysis of advertising to present concepts in general psychology. The guide includes student instructions for completing the analysis and for evaluating other members of the discussion group. The worksheet asks the group to provide specific examples of how the psychological principles of learning, memory, motivation, and perception are used in advertising. (DC)

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STUDENT GROUP ANALYSES:
EXERCISING RELEVANT THINKING AND COMMUNICATIONS
THROUGH GUIDED DISCOVERY

by

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STUDENT GROUP ANALYSES: EXERCISES IN RELEVANT THINKING AND COMMUNICATIONS THROUGH GUIDED DISCOVERY.

Structure is essential to assure the curriculum will be covered in the time allotted. It is also necessary in order to pace different sections of a course the same so students can transfer between them as personal needs demand.

Certainly discussion is a useful tool not only in the teaching of course content but in the much needed opportunity to practice critical thinking and oral communications skills. However, there are risks if the discussions themselves are not structured and students given some guidance in their explorations. The vocal few tend to dominate while the shy prefer anonymity. Discussions too often degenerate into exercises which exchange ignorance. Unprepared teachers migrate toward the increasing use of discussion to kill time.

Smaller discussion groups can be structured to control those risks through the use of a competency based format. Repeated experiences at Muskegon Community College have demonstrated student group analyses are effective tools. Students like them and they learn from them. They practice listening, speaking, and writing skills. They actually think in order to apply the facts from the classroom to the facts of life, and they see the relevancy unfold because they are doing it. They learn a bit of social responsibility as they help to quality control one another through peer evaluations. The approach is particularly useful in community colleges, where teenagers are permitted intelligent exchanges with mature, experienced adults in their groups. It is not necessary to use peer evaluation or for the instructor to grade the analyses, but they do tend to assure performance of more immature students. The material applied in the analyses can be included on tests instead. Class discussions can be held to share the responses of different groups.

"GROUP ANALYSIS OF ADVERTISING" is a representative sample. It happens to be directed toward the instruction of general psychology. It reviews principles of learning, memory, perception, and motivation by applying them to advertising. Student group analyses can be used in a variety of courses to teach content, and they can encourage the use of basic thinking and communication skills across the curricula.

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GROUP ANALYSIS OF ADVERTISING
For
Mr. Ruppert's Classes
Muskegon Community College
(A competency based exercise in psychology.)

_____Classtime

_____Your name

A - Background: Advertising is one of the applied subfields of psychology. It emphasizes the principles of learning, memory, perception, and motivation. This exercise provides a review of all those topics.

B - Your Goal: Apply psychological principles of learning, memory, perception, and motivation to advertising.

C - Conditions:
1 - Given:
a - the use of your textbook and your lecture notes,

b - the knowledge and skills of the other students assigned to your analytic group,

c - your choice of a product, i.e., "Brute", or a company, i.e., "Ford Motor Co.," or type, i.e., household cleaners,

d - class time to perform the exercise,

e - freedom to work in any location your group agrees to. (The noise level may be excessive if everyone worked in the classroom.)

2 - Restrictions:
a - You may not use the work of persons outside of your group.

b - You may not use Coke or Marlborough, since the instructor used them in class.

c - You must use advertisements from publications no more than six months old and attach them to your analysis in a manner that can be easily referred to by the instructor.

D - Your Performance Objectives:
1 - Participate in group discussion.

2 - Produce majority-based conclusions in your analysis, by consensus or vote.

3 - Write an analysis using the attached forms.

4 - Assign a peer grade for each participant in your group, if you wish. (The instructor obviously can not observe each group, and this gives you the opportunity to exercise social responsibility.)

E - Criteria:

1 - Your participation in the group discussion will be evaluated on the basis of the value of your contributions, by your peers.

2 - All decisions in the group must be approved by the majority of people in your group, except for the peer evaluations, which will be done privately.

3 - The written analyses will be the same for all members of your group. The instructor will read only one copy from each group. Correct grammar and intelligent commentary are expected. Support each decision with evidence.

4 - Submit your work with the copy to be read on top. Attach the ads in the order you used them. Remove this page (pg. 2), fill it out, fold it once, and attach it to the back.

5 - Use one example which applies to each of the categories listed, if you can. You may have to leave part of the form blank. You may need to add pages to the form if you need more space.

6 - Peer evaluation should be done privately. Include yourself. Do not use pluses or minuses. If you do not wish to evaluate, or if you deviate from the directions, the instructor will assign everyone a "C" for you.

Give an "A" to the person who contributed best. (Maximum = One "A")

Give a "B" to the person who contributed 2nd best. (Maxiumum = One "B")

Give a "C" for average contributions. (No Maximum)

Give a "D" for inferior contributions. (No Maximum)

Give "E" for absences.

Students	Grades
List yourself first:	

7 - Individual analysis will be permitted upon request for students who are unable to work in a group, due to valid reasons such as personal shyness, hospitalization, mourning, etc. It will be necessary to assign such student a "C" for his peer evaluation.

8 - Instructor evaluation will be based on the comparison of your group's written analysis with those of the other groups.

9 - Your personal assigned grade will be an average of your peers' evaluation and your instructor's evaluation.

Your name _____

Product or category _____

Source titles & publication dates _____

I - Learning/Conditioning Principles Used

Classical Conditioning was used in the following way, by pairing together the product with things the buyer already likes. This requires no overt response or thinking from the consumer. (Only one example is needed.)

Operant Conditioning was used in the following way, i.e., shaping the buyer through reinforcing overt responses, prize drawings, coupons, stamps, contests, or rebates. (Only one example is needed.)

Gestalt or Insight was used in the following way, by appealing to reason with evidence. (Only one example is needed.)

II - The Mnemonic Devices were used in the following ways to help the buyer remember the product. (Use as many different kinds of these devices as you can find. Do not use the same device more than once. Only one example of each is needed.)

Device Used	Specific Evidence of Its Use
Analogy ("It bubbles like a mountain brook.")	
Rhyming ("Fun Lovin' folks enjoy their Cokes.")	
Song ("Id like to sing in perfect harmony.") Attach the words in the add, if you have heard them sung on TV or radio.	
Saying = Related to more than the product. ("You are what you eat and drink, and Coke is nonalcoholic.")	

Slogan = Related only to the product. ("Things go better with Coke.")	
Logogram = Symbols representing words. Example:	
Alliteration = words having the same initial sound in series. ("Sparkling, satisfying, sensible, that's Coke.")	
III - MOTIVATION PRINCIPLES USED: From your list of drives, indicate as many as you can which were appealed to.	Specific evidence as to how they were used:
Example: Hunger drive was used to attract attention to the product.	Example: The woman had a hot dog with her Coke.

Continue on the back side of this sheet or add a page for more space.

IV - PERCEPTION PRINCIPLES USED:

Indicate as many of these perception principles used to get attention as you can.	Specific evidence as to how they were used. (Give one example of each.)
Brightness contast Example: (Cnly the Coke bottle is sparkling in the sunlight.)	
Color contrast Example: (The other sodas are colored like kiddies' balloons. Only the Coke is a serious, macho, adult color.)	
Size contrast Example: (The Coke bottle is shorter than all the other bottles in the ad.)	
Movement contrast or the illusion of movement contrast. Example: (The Coke is bubbling and flowing out of the bottle. No others are being poured.)	
Shape contrast Example: (None of the other bottles have the patented Coke shape, so it stands out.)	
Repetition Example: (The word "Coke" appears seven times in the ad.)	
Example: (The man with the Coke is already enjoying it, because of the screw-off top. The competitors are still fumbling with openers.)	
Example: (In the old western scene, the sign above the bar advertises sasaparilla and Coke, to indicate Coke has been around a long time.	